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## Dominican Students Present in 15th Annual Academic Showcase

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## **Dominican Students Present in 15th Annual Academic Showcase**

The showcase was an opportunity to share student achievements in scholarship, research and creative activities throughout the academic year.

The scheduled list of student presenters in the Creekside Room were:

Monday, April 28: Michelle Bernard, Shaina Stern, Emerald Anderson, Rachel Castro.

Tuesday, April 29: Alyssa Mitchel, Lesley Jimenez, Mary Vanasit, Margaret Hibert, Chloe Miller-Bess.

Wednesday, April 30: Mekenna Olsen, Stacy Ditta and Kristina Kristen, Isabel Duarte, Gabriela Linares, Brooke Griffin.

Thursday, May 1: Kimberly Horn, Jacob Levine, Jacqueline Bewley, Victoria Grajeda, Dale Howard and Jihye Kim, Hui Ning Tu and Chris Johnson.

Oral presentation students were recognized along with the 43 student research poster presenters during the Poster Presentation/Showcase Reception in the Conlan Center gymnasium on May 1.

The 15th Annual Academic Showcase began on April 7 when Dominican students, faculty and staff attended the free faculty development talks during lunchtime at Creekside Room.

On April 7, professors Margaret Fink and Luanne Linnard-Palmer from the [Nursing department](#) and Bill Phillips from the [Department of Psychology](#) presented “An Investigation of Nursing Students’ Knowledge, Skills and Confidence during Cultural and Religious-based Simulations: A Pilot Project.” This project focuses on cultural and spiritual care when teaching about cancer and care at the end of life. Junior-1 medical/surgery nursing students took part in a three -hour simulation experience with hired actors that featured three religious patients who were in their last days of life after a cancer diagnosis.

Later, Rajeev Sooreea, a leadership expert in [International/Business Globalization](#) in the [Andrew P. Barowsky School of Business](#), presented “How ‘American’ are ‘All-American’ Brands? A Case of Gap, Inc. as ‘Made in America’ Brand.” The study uses primary research to investigate how perception differs among three categories of retail clothing industry agents: consumers, low-level employees, and senior management. The results indicate that there is an evolution in market perceptions regarding all-American. Consumer perception of brand is aligned with the dictionary definition while management’s perception transcends the classic definition of “Made in America.”

On April 8, Lynn Sondag, chair of the [Department of Art, Art History and Design](#), and [Service-Learning program](#) director Julia van Der Ryn presented “Inside Out, Facing the Gap: Educational Equity in Marin County.” It examines how students in a service-learning course, ART3801: Art and Community Engagement, through community partnerships with the Canal Alliance Youth Scholarship Program and Young Moms of Marin engaged in conversation about educational equity as a local and global concern then utilized the medium of photography and public art to address the issue.

Mairi Pileggi, chair of the [Gender Studies department](#), then presented “Bringing Light to Conflict: How Local Media Shapes Discourse.” The project focused on one local newspaper and

how environmental issues often spur conflicts that degenerate into advocacy battles. The goal of the analysis and research is to develop communication strategies that, with the backing of media analytics, could assist in defusing polarized conflicts and re-focus them in an orderly debate where all contenders have a reasonable hope to work toward a common goal.

On April 9, Elizabeth Truesdell, chair of [Dominican's Single Subject Credential program](#), and Rebecca Birch presented "Integrating Instructional Technology into a Teaching Education Program: A Three-Tiered Approach." This project examines how a teacher education program integrated new instructional technology through the creation of a 'Technology Facilitator' position for Birch in the department. The project proceeded through a three-tiered system of learning literacy to establish a knowledge base amongst faculty members, augmenting required courses to model the use of instructional technology, and finally the transformation of the credential program where the activity of learning can only be accomplished through leveraging technology. As a professional program housed in a liberal arts institution, this project combines aspects of the essential learning outcomes of the 21st century with the professional skills required of K-12 teachers.

*April 3, 2014*